



MCESA

Maricopa County Education Service Agency

Facilitator Packet

Dear Facilitator,

Thank you for leading colleagues in your district in learning about using item specifications and assessment blueprints for guiding instruction and informing collaboration. The following pages are the materials needed by a facilitator for the workshop Assessment Literacy: Using Item Specifications.

The contents of this packet include:

- Listening and speaking standards on cards
- Frequently asked questions and sample answers
- Samples of classroom activities and suggested revisions
- Workshop lesson plan agenda
- Workshop script and slides

The other materials that you will need for the workshop are the participant handouts, item specifications, assessment blueprints, sample items and the Power Point presentation. These items are available on the MCESA website.

We wish you the best of luck as you begin the process of implementing standard assessments for special area subjects. We welcome any feedback you have about your progress.

Sincerely,

Candace Diehl and Laura Harnish



AZ Common Core ELA Standards

Listening and Speaking Standards on Cards

<p>Listening and Speaking, 6 Comprehension and Collaboration</p> <p>6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none">a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<p>Listening and Speaking, 6 Comprehension and Collaboration</p> <p>6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.</p>
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AZ Common Core ELA Standards

Listening and Speaking Standards on Cards

<p>Listening and Speaking, 6 Comprehension and Collaboration</p> <p>6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Listening and Speaking, 6 Presentation of Knowledge and Ideas</p> <p>6.SL.5 Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.</p>
<p>Listening and Speaking, 6 Presentation of Knowledge and Ideas</p> <p>6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Listening and Speaking, 6 Presentation of Knowledge and Ideas</p> <p>6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>



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FAQ's from MCESA Website and Webcast Handout

Who is MCESA?

MCESA is the Maricopa County Education Service Agency under the leadership of the Maricopa County School Superintendent, Dr. Don Covey. MCESA has three areas of focus: Executive Leadership, which oversees school board elections and home schooling; Economic Management, which assists districts with financial management; and Educational Innovation, which services school districts and charter schools through grant funded initiatives and a regional training center. One of our many functions is to support school districts in the county with the implementation of state-wide initiatives and legislation.

Why has MCESA facilitated the development of assessments for special area courses?

In a survey conducted in the fall of 2011, MCESA found that 74% of Maricopa County districts requested assistance with the development of assessments to comply with ARS 15-203. This statute says...

"The State Board of Education shall on or before December 15, 2011 adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty percent of the evaluation outcomes and best practices for professional development and evaluator training. School districts and charter schools shall use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012 – 2013."

For more information, see the ADE Framework for Measuring Educator Effectiveness.

What are two things that support the quality of the assessments?

MCESA Assessments were developed with advisement from research and assessment experts, collaboration with WestED - a professional test writing company, and adherence to research-based guidelines for an assessment development process. Additionally, Maricopa County teachers participated in the process to ensure content validity and alignment to the standards.



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What part of the assessment development process contributes to valid content?

Valid content is the result of the steps taken in the test development process. Specifically, teacher authors and reviewers ensured that the assessment content is aligned to the state standards. Items were reviewed by content experts and then field tested with students from a representative sample of the population.

What part of the assessment development process contributes to fair and reliable items?

Reliability of items is a result of a sound research-based development process that includes alignment to the standards, bias and content reviews of the items, and editing according to a standard set of style guidelines. Also, field testing with a large sample size and psychometric analysis of the data is an important step in establishing reliability coefficients for test items.

What effect could these assessments have on classroom practices?

Summative assessments for courses can have several beneficial effects on classroom practices. They can provide focus for the curriculum, lessons, and activities that are enacted in the classroom. The assessments can encourage an increased focus on the acquisition and use of content vocabulary and language. They can define a purpose for formative assessments used in the classroom. Additionally, they can provide information about students' knowledge of the standards, and they can assist with communicating clear expectations for learning to students.

What is on the test?

Every test was written to align with the Arizona State Standards. The item specifications provide a bridge between the standards and the actual test items.

- They provide interpretations and clarification of the standards;
- They define the assessable content for each standard; and
- They serve as a collection point for decisions related to how the standards will be tested on the assessment.

Can I see the tests?

The complete operational tests are not available for viewing as a means to keep the test content secure. Instead, item specifications help define the content of the test.



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What kinds of changes will I have to make in my classroom to help students be successful on written assessments?

Field testing revealed that the greatest challenge for students was recognizing vocabulary in the written test that was typically only used orally in class. Students will need to engage in specific activities that develop their knowledge and use of the content vocabulary. For example, research tells us that learners will master the use of vocabulary words through activities that require them to orally use the words in context. Furthermore, learning activities that involve expressing their knowledge of the course content will support teachers with district teacher observations that have indicators such as student-student interaction, student engagement or classroom activities.

Different schools have different amounts of contact time with students and different amounts of resources. Will these variables affect the results of the assessments?

All of the MCESA assessments have or will undergo field testing. Initial analysis of the field test data shows that schools with high contact time do not always perform higher on the test and schools with little contact time do not always perform worse. Further psychometric analysis of the field test data will be conducted to determine threshold limits for a minimum number of seat time minutes that students need in order to still perform well on the assessments.

What about the standards that require performance-based assessment?

An end-of-course or end-of-grade assessment would be unmanageable if it tested every performance objective of the standards. That is why teacher prioritization of the standards informed the assessment blueprints of the MCESA assessments. Also, not every performance objective in the special areas can be assessed using a multiple choice format. Thus, it is important to have a balanced assessment plan that includes selected response items, constructed response items, and performance-based assessments that can be used through a range of formative and summative purposes. MCESA is working with WestED to develop performance-based assessments to accompany the multiple choice assessments for special area classes.



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What measures were taken to insure that these assessments are reliable and valid?

MCESA and WestEd employed key strategies to increase the reliability and validity of the assessments for all content areas. The first step was training by WestEd for item writing which involved MCESA administrators, district facilitators, and teachers. Then, MCESA followed these key item-writing guidelines: assessments aligned to grade and content standards, style and formatting concerns addressed by an editor, writing clear stems, and writing the plausible answer choices including the right answer and the distractors. Aligning items to state standards increases content validity. Additionally, bias and content reviews were conducted to support validity. To ensure assessment reliability, all items were field tested with a sample of 12,000 students representative of the population for which the test is intended. There were between 400 -1000 completed tests (student responses) per test form to facilitate a 3-parameter IRT model. Three hundred is the minimum size needed for a 3-parameter analysis model including difficulty, discrimination, and pseudo-chance level.



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Sample Classroom Activities – Revised for a Higher DOK

DOK	Activity	Revisions
1	Students respond to this question chorally: What is the musical pattern heard in this piece of music?	Turn and tell your neighbor why this selection of music is an ABA pattern.
2	Turn and tell you neighbor what it means to dribble.	Play Vocabulary Hopscotch. Students have to hop onto each of four squares on a 2x2 grid. On square one, then say the vocabulary word. On square two, they say the part of speech. On square three, they demonstrate the word in action. On square four, they use the word in a sentence.
2	Keep a personal dictionary of the new words we are learning all year.	Provide (orally or in writing) an art critique that uses at least 5 of our target vocabulary words.
3	Students perform in an ensemble following a conductor's cues.	Students rehearse and perform a solo making their own decisions about style and interpretation of the music.

Title: Assessment Literacy: Using Item Specifications				
Rationale: Teachers of special areas need support in using assessment documents as curricular tools.				
Training Outcome: Participants will be able to apply knowledge of their standards and the assessment item specifications to their classroom and school practices.				
Time Frame: One day, 8:30-3:30				
End-of-Lesson Assessment: See Checks for Understanding				
Sub-Objectives	Presenter Actions	Participant Actions	Check for Understanding	Materials and Differentiations
<i>Introduction</i>	Popcorn - Presenter says statements andparticipants pop up when the statement describes them.		
<i>Module 1 – The Assessment Development Process</i> 1.1 TPW retell the process of assessment development. (30 min with introduction, too)	Presentation on how MCESA assessments were developed. (View webcast on the website.)	Complete the handout that accompanies the webcast. Answer the questions during the designated stopping points. At the end, mix-freeze-pair-share and tell your partner all of the steps in the assessment development process.	Observation - Did the participants recall at least half of these parts: Prioritize, item specs, blueprints, item writing, editing, reviews, more editing, field testing, psychometric analysis, operational forms?	Watch for – Concerns about inequity of instructional time, material resources, support by leaders or peers, multiple choice v. performance-based assessments. Refer to FAQ's for standard responses. <u>Materials</u> – handout and script from webcast
<i>Module 1 – The Assessment Development Process</i> 1.2 TPW write an Item Specification (45 minute)	Hand out listening and speaking standards. Describe their importance to special area classes. Connect to the LOI or teacher observation instrument. Highlight the difference between limiting the content v. expanding the content with sample item specifications. Review checklist for writing an item specification.	Using listening and speaking standards, teams will be assigned to first prioritize the standards and then write and expand one or two standards as if writing an item specification.	Observation - Did the participants record appropriate details to expand the standard and specify testable content?	Watch for – Is anyone already thinking about how to achieve higher level thinking? <u>Materials</u> – item specification samples and checklist, listening and speaking standards on cards, blank item specification form

Module1 Closure (5 min)		Share some samples of their item specifications. Whole group discussion – What was hard about this activity? What is the benefit from doing this when developing and using a test?		
Module 2 – Getting to Know my Item Specifications 2.1 TPW describe the content of item specifications (30 min)	Hand out the actual item specification and assessment blueprint from their content area. Presenter walks through the document to clarify questions and confirm understanding after the discovery activity.	Tables discuss what they see on the document. Use the conversation structure first turn/last turn.	Reflection Collection – Write a one sentence summary defining the purpose and content of item specifications.	Watch for –Going too deep into the specs and disagreeing with the content or concern over performance-based assessment <u>Materials</u> – Reflection Collection handout for recording their thinking throughout the day, assessment blueprints, item specifications
Module 2 – Getting to Know my Item Specifications 2.2 TPW label standards with a DOK level (30 min)	Presenter gives direct instruction on DOK. Illustrate the difference between difficult and high DOK. Explain the phrase essence of a standard.	Guided practice with whole group – using sample standards, evaluate the DOK. Table practice (sitting in groups by content area) – Each person at the table is assigned 1-2 standards. They have to evaluate if they agree with the DOK listed for that standard. Then go around the table and each person justifies why that DOK label is appropriate.	Participants show on fingers what you think the DOK should be. Discuss any disagreements. Observation – Are the tables agreeing with what is on the official document? Are their rationales based on the information presented in the DOK handout?	Watch for – labeling DOK differently for different grades, focusing on verbs like describe over the essence of the standard content, disagreement with the item specification document <u>Materials</u> – DOK handout
Module 2 closure(5 min)	Connect to afternoon objectives	Whole group - Would you revise your listening and speaking item specification now that you have analyzed these samples today?		
Lunch Break 11:15-12:30				
Module 3 – Classroom Applications 3.1 TPW compare the content of the item specifications with their practice (30 min)	Define the difference between written and enacted curriculum and materials.	Color Code activity – highlight the specifications <ul style="list-style-type: none"> Green – I consistently incorporate this into my enacted curriculum. Pink- I would like to incorporate this into my 	Observation – What is the balance of colors?	Watch for – <ul style="list-style-type: none"> Excessive amounts of yellow. Let's try to talk through this item to figure out what the specifications mean. Philosophy differences - i.e. Solfege, games v. health. Even

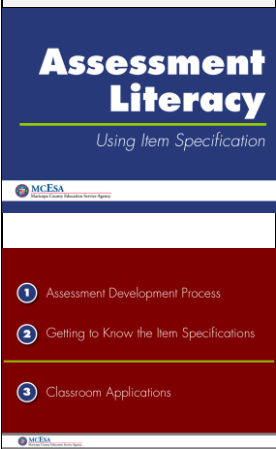

		<p>enacted curriculum.</p> <ul style="list-style-type: none"> Yellow – Caution! I am not even sure what this is about. <p>Compare your color coding with a partner at your table. Answer these questions on the Here's What worksheet. Did you have more green or pink? How does the enacted curriculum compare with the written curriculum?</p>		<p>if you have a different philosophy for instruction, will students still be learning this standard?</p> <ul style="list-style-type: none"> Vocabulary concerns. What are some ways that students could be learning and using the vocabulary of the standards? <p><u>Materials</u> – highlighters, worksheet: Here's What. So What. Now What?</p>
<p><i>Module 3 – Classroom Applications</i></p> <p>3.2 TPW use the item specifications and assessment blueprints as reference documents for planning. (20 min)</p>		<p>Discuss at your table and record on the So What worksheet: What conclusion can you draw about the similarities and differences between your enacted curriculum and the written curriculum? Looking at the assessment blueprint, how does the prioritization in the blueprint reinforce or vary from your usual practice? How could the information on the blueprint impact your enacted curriculum?</p> <p>Complete the Now What? portion of the handout and chart answers to share whole group.</p>	<p>Observation – Share group responses with the whole group.</p> <p>Individuals record the groups' responses to these questions on their Reflection Collection. What ideas do want to try for using the item specifications as a supportive curriculum tool?</p>	<p>Watch for – viable and realistic strategies</p> <p><u>Materials</u> – chart paper and markers</p>
<p><i>Module 3 – Classroom Applications</i></p> <p>3.3 TPW label the DOK level of sample test questions. (15 min)</p>	<p>Show sample test question. Model labeling the DOK of one item. Do group guided practice with a second item.</p>	<p>Table practice: Given three sample test items from their content area, table teams will read the item, discuss the DOK and check that they identified the correct DOK.</p>	<p>After teams have checked the actual DOK... show me on your fingers – how many did you get right?</p>	<p><u>Materials</u> – sample test items, sample item key card</p> <p>Watch for – Are they labeling the DOK correctly?</p>
<p><i>Module 3 – Classroom Applications</i></p> <p>3.4 TPW apply the concepts of DOK level to classroom activities (30 min)</p>	<p>Model revising a classroom activity to increase the DOK. Link high DOK to items on various evaluation observation instruments or INTASC standards.</p>	<p>With a partner (use inside-outside circle structure), complete the worksheet renovating sample classroom activities to have a higher DOK level.</p>	<p>Reflection Collection - How can you use the concept of Depth of Knowledge in your day-day planning?</p>	<p><u>Materials</u> – Handout with sample classroom activities and blank space to write-in classroom activity</p> <p>Watch for activities that are actually more complex.</p>

<p><i>Module 3 – Classroom Applications</i></p> <p>3.5 TPW generate ideas for classroom application of their new learning (30 min)</p>	<p>Introduce the last activity which is to synthesize the day. Segway to the questions on the tops of the posters in the activity.</p>	<p>Use Gallery Walk structure with charts or posters with these questions. Walk with a partner or small group. Discuss each question, post an idea and move to the next.</p> <ul style="list-style-type: none"> • In what ways do students need to be working differently to be prepared for these tests? • What might you do differently in your day-to-day instruction to prepare students for these tests? • What resources and support do you need? 	<p>Reflection Collection – Record 1-2 ideas from each station that you would like to implement at school in the next few months.</p>	<p>Watch for – collaborative work, Common Formative Assessments, opportunity to make Common Core connections, connections to the main ideas from today’s workshop</p> <p><u>Materials</u> – questions posted on poster, easel or chart</p>
<p>Closure to the Day (15 min)</p>	<p>Share suggestions for follow-up activities. What other suggestions do you have? Promote upcoming MCESA webcasts and resources to help continue this work.</p>		<p>Workshop evaluation – What questions do you still have? What changes in your practice will you make? What will you share with peers at your school or district? What support can MCESA provide to you in the future? What suggestions do you have for improving this workshop?</p>	<p><u>Materials</u> - workshop evaluation handout</p>


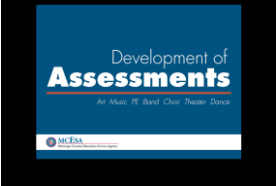
Assessment Literacy: Using Item Specifications

Time Required for Workshop (in minutes)	One day, 8:30-3:30
Rationale	Teachers of Special Areas need support in shifting to a climate of accountability.
Outcomes	Participants will be able to apply knowledge of their standards and the assessment item specifications to their classroom and school practices.
Objectives	<p><i>Module 1 – The Assessment Development Process</i></p> <p>1.1 TPW retell the process of assessment development (30min)</p> <p>1.2 TPW write an item specification (45 minute)</p> <p><i>Module 2 – Getting to Know the Item Specifications</i></p> <p>2.1 TPW describe the content of item specifications (30 min)</p> <p>2.2 TPW label standards with a DOK level (30 min)</p> <p><i>Module 3 – Classroom Applications</i></p> <p>3.1 TPW compare the content of the specifications with their practice (30 min)</p> <p>3.2 TPW use the item specifications and assessment blueprint as reference documents for planning (20 min)</p> <p>3.3 TPW label the DOK level of sample test questions (15 min)</p> <p>3.4 TPW apply the concepts of DOK level to classroom activities (30 min)</p> <p>3.5 TPW generate ideas for classroom application of their new learning (30 min)</p>
Assessments	Checks for understanding are embedded throughout. The Reflection Collection handout will be a document used throughout the day for reflection and assessment. There will also be a workshop evaluation at the end.

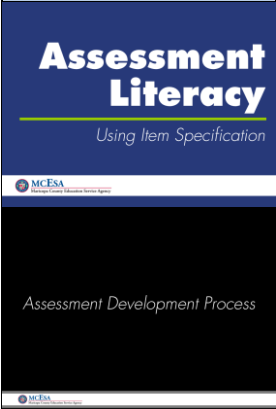
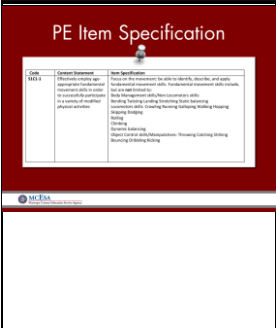
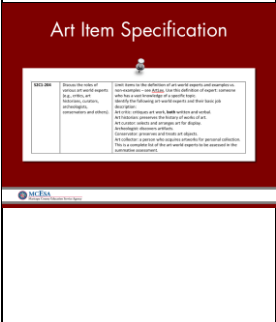
Materials	<p>Participants will have a folder with handouts and worksheets. Item specifications, blueprints and sample items will be distributed throughout the day.</p> <p>Other materials: listening and speaking standards on cards, highlighters, markers, chart paper, post-its, name tents, table labels, agenda on a poster, parking lot sign</p> <p><u>Folder Contents</u></p> <ul style="list-style-type: none"> • Webcast handout and script • Sample item specifications and checklist handout • Blank item specification worksheet • Reflection Collection worksheet • DOK handout • Here's What, So What, Now What worksheet • Sampling of Observation Rubrics and Standards • Classroom activities handout • Workshop evaluation <p><u>Facilitator's Packet</u> – Workshop script and slides, workshop lesson plan, Listening and speaking standards on cards, frequently asked questions and sample answers, samples of classroom activities with suggested revisions</p>
Technology	<p>Power Point presentation.</p> <p>Download resources – presentation, handout packet, facilitators packet, item specifications, assessment blueprints, sample items</p>
Special Considerations	<p>The content of this workshop will be recreated in the form of a series of webcasts and accompanying documents available on the MCESA website.</p>

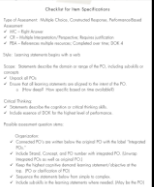
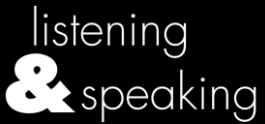
Slide	The Presenter Provides this Information	Presenter and Participant Actions
 <p>The slide features a blue header with the title "Assessment Literacy" in white, followed by the subtitle "Using Item Specification" in a smaller font. Below this is the MCESA logo. A red sidebar on the left contains a numbered list: 1 Assessment Development Process, 2 Getting to Know the Item Specifications, and 3 Classroom Applications. The slide is otherwise blank.</p>	<p>Welcome. Let's get started by reviewing our agenda for today. We have two modules in the morning: learning about the Assessment Development Process and Getting to Know the Item Specifications. There will be enough time in the lunch break to go out. Then in the afternoon we will concentrate on the Classroom Applications that can result from the item specifications and assessment blueprints. There will be breaks as well. Now that we know our schedule, let's get to know each other.</p>	<p>Materials – Agenda on poster on the wall. Sign in sheets, name tents, name tags, parking lot sign, folders of handouts, content signs for tables</p> <p>Grouping – Participants will sit in content area groups.</p>
 <p>A red and white striped popcorn bucket with the words "HOT", "FRESH", "DELICIOUS", and "Pop Corn" printed on it. The bucket is filled with yellow popcorn.</p>	<p>We are going to play a game called Popcorn. I am going to say a statement, if that statement is true for you, then you "POP" up out of your seat. So push your chairs back to have adequate space for popping.</p> <p>I teach PE. I teach art. I teach general music. I teach band. I teach choir. I teach dance. I teach theater. I teach high school. I teach middle school. I teach elementary school. I have been teaching for more than 20 years. I have been teaching for less than 5 years. I am presently an administrator. I am responsible for teaching today's content to my peers back at my district. I have worked on a committee or task at MCESA before.</p>	<p>Presenter reads statements. Participants pop out of their seats.</p>

	<p>Now that we know something about you. Let's talk where the assessments came from. MCESA is an Education Service Agency which means that they provide a variety of services to districts to help with state initiatives and legislation. Across the state, county superintendents are grouping together to provide support to Arizona districts in the form of regional training centers. There are 5 regional centers in Arizona and Maricopa County ESA comprises one of those. MCESA is helping to coordinate the creation of the assessments that we are going to be learning about today.</p>	
	<p>I saw from the popcorn game many of you are responsible for communicating the information that you learn today to your peers back at school. To help you with that, I have put all of the resources on-line. So throughout the day, don't worry about writing on your handouts. You can access clean copies of them on-line. Let me show you where.</p>	<p>Presenter illustrates how to access the professional development materials available at the MCESA and REIL website.</p>
8:45	1.1 TPW retell the process of assessment development (30 min)	


<p>module 1 assessment development</p> 	<p>The first objective is for you to be able to retell the process used to develop the assessments in use in your district. To do this we are going to watch a webcast that is available at the MCESA website. I have the webpage on display here. How many of you have seen this webcast before? To access the webcast you can go to this tab and this link. You can see that there is a handout and script that accompanies this webcast. Those are in your folder on the left side. Please take them out now.</p>	<p>Presenter demonstrates accessing the webcast on-line.</p> <p><u>Materials</u> – Webcast handout and script</p>
	<p>Here we go.</p>	<p>Presenter starts and stops the webcast at designated points.</p>
	<p>Please write your answers to these questions on your paper.</p>	<p>Participants answer in writing the questions on the handout that accompanies the webcast during the designated stopping points. Their answers are shared orally either at their table or whole group before resuming the webcast.</p>
	<p>For this last question, please write your answer on a post-it note and put it on the Parking Lot sign.</p>	<p>Participants put their question on a post-it and stick it to the Parking Lot sign.</p>

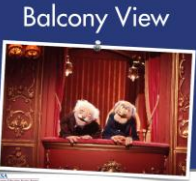


	Thank you for sharing your questions. Many of these will be answered by the other activities we are doing today. So we won't discuss them all now. Instead, I will be checking this poster at the breaks and lunches to be sure that all the questions have been addressed by the end of the day.	
	Let's check for understanding of the objective before we move on – retell the assessment development process. Let's do a mix, freeze, pair, share. When I say go you will stand up, walk about the room, find a partner, and hold a high five that partner. Go.	Participants find a partner.
	Now that you all have a partner, the tallest person will retell at least 5 steps that occur in the assessment development process. The other partner should be counting and thinking of any additional steps not mentioned. Begin.	<p>Participants tell their partner at least 5 steps in the assessment development process.</p> <p>Presenter <i>check for understanding</i>.</p> <p>Presenter should watch for concerns about inequity of instructional time, material resources, or support by leaders or peers. So far, research is showing that instructional alignment to the standards is a bigger influence on test performance than seat time. Also watch for concerns that a multiple choice test alone is too limiting. Quell concerns by reminding participants that the assessments discussed today are just one element of a balanced assessment plan and that performance based tests are important for these subject areas. For support refer to the FAQ's and sample responses in the facilitator's packet.</p>

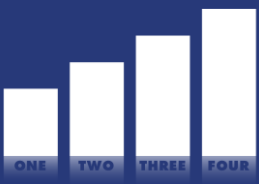
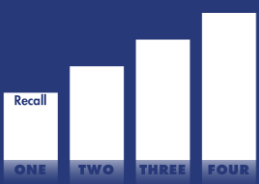
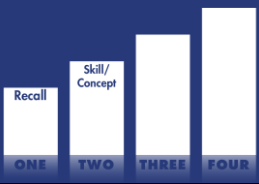

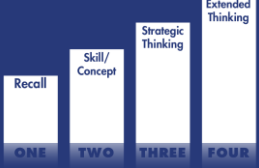
9:15	1.2 TPW write an item specification (45 minute)	
	<p>For our next section, we have some activities that will help you gain perspective of the enormity and difficulty of the assessment development process. I want you to experience a simulation of two of the steps about which you just learned. In a minute you will be given a chance to prioritize standards and try to write item specifications.</p>	
	<p>First, let's look more closely at the content of item specifications. The next paper in your folder shows two excerpts from item specification documents. The first excerpt is from PE. The standard is rather general and focuses on the first verb of "employing skills." The specification has to expand that standard and does this by listing all of the skills that could be employed in various categories. Notice the phrase "include but are not limited to..." This again shows you that the standard is being expanded. All of those skills are ones that could be included on the assessment.</p>	<p><u>Materials</u> – handout of sample item specifications and checklist</p>
	<p>The second example comes from art standards. It gives a list of possible art world experts using the abbreviation "e.g." which means example given. E.g. means that these are just examples, not an exhaustive list. The test developers then had to define and limit that list. You can see in the specification that each expert is defined, and the end says that this is a complete list. That means the test cannot contain a type of art expert not listed on the item specification. So this specification has limited or narrowed the standard.</p>	

	<p>On the back of the handout is a checklist of things to consider about writing item specifications. Item specification can specify the type of assessment. They can include a learning statement if you are expanding the standards into several objectives. They can include details describing the scope of the standards like we have seen in the two examples. Specifications should attend to critical thinking. Lastly there are some tips about organizing the things you are writing on the document.</p>	<p>Presenter goes through the items on the checklist handout.</p>
	<p>Now it is your chance to experience what it was like to write item specifications. On your table you have a set of cards that contain the Arizona State Standards for Listening and Speaking. I chose these standards, because they are essential classroom skills that your students will need to use to demonstrate their learning of your art, music and PE content. Also, focusing on speaking and listening skills in your classroom is something that is connected to your teacher evaluation instrument. Speaking and listening skills are the vehicles to which observers can see the student-to-student interaction and critical thinking elements manifested.</p>	
<p>@your table:</p> <ul style="list-style-type: none"> ① prioritize ② write specification 	<p>Your task is to first prioritize those standards. Lay the cards on the table with the highest priority standard on the top sequenced down to the lowest priority standard. Then you are to complete the blank item specification paper that is in your folder. You can write the gist of the standard in the first box. Then you are to write any details, notes, or specifications that either narrow, limit, or expand the content of the standard. The specification is dictating what could go on a test for this standard.</p>	<p><u>Materials</u> – listening and speaking standards on cards, blank item specification chart</p> <p>Participants sort the standard cards by priority and write specifications for 1-2 standards.</p> <p>Presenter <i>checks for understanding</i> - Did the participants record appropriate details to expand the standard and specify testable content?</p> <p>Presenter watches for – Is anyone already thinking about how to achieve higher level thinking? Reassure them that Depth of Knowledge will be discussed in the next section.</p>



<p><i>What was hard about this activity?</i></p> <p><i>What is the benefit from doing this when developing & using a test?</i></p>	<p>Okay. Let's share some samples of your item specifications.</p> <p>For closure, let's discuss these questions. What was hard about this activity? What is the benefit from doing this when developing and using a test?</p>	<p>Whole Group Discussion - Presenter will call on tables or individuals to share.</p>
<p>10:00</p>	<p>BREAK</p>	<p>Pass out the item specs and blueprints now.</p>
<p>10:15</p>	<p>2.1 TPW describe the content of item specifications (30 min)</p>	
<p><i>module 2</i> <i>item specifications</i></p>	<p>Our second module today is for you to describe the content of the item specifications and assessment blueprint related to your content area. To do this, I am giving you a structured conversation strategy so that you will have a deeper discussion than if I said, "just read and discuss."</p>	




<p>First Turn Last Turn</p>  <p>step 1 Everyone @ your table will read through the entire item specification document & assessment blueprint.</p> <p>step 2 Put a star by 2-3 things. They could be points of agreement, disagreement, provocative statements, interesting facts or curiosities.</p> <p>step 3 Structured conversation... The person who sits closest to the door will go first & share his or her comment on one of the things that was starred.</p> <p>step 4 Going around the table, each person gives a reply comment to the original comment.</p>	<p>This structure is called First Turn/Last Turn. These are the steps to this strategy. Everyone at your table will read through the entire item specification document and assessment blueprint. Put a star by 2-3 things. They could be points of agreement, disagreement, provocative statements, interesting facts or curiosities. When everyone is done reading, then you will have a structured conversation. The person who sits closest to the door will go first and share his or her comment on ONE of the things that was starred. Then going around the table, each person gives a reply comment to the original comment. There can be NO cross-talk out of turn. After everyone has shared a reply comment, then the next person at the table gets to initiate a new conversation on one of their starred comments. We will continue like this until everyone has had a chance for initiating a series of commentary. At the end, then you can allow for some cross-talk.</p>	<p><u>Materials</u> – item specifications and assessment blueprints</p> <p>Participants read and discuss the item specifications and blueprints with a structured conversation called First Turn/Last Turn.</p> <p>Presenter should watch for these topics: disagreeing with the content of the item specification and concern over the quantity of items tagged for performance-based assessment. Address these topics in the whole group discussion after the structured activity.</p>
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 <p>Balcony View</p>	<p>Let's reconvene as a whole group. First, let's take a balcony view and evaluate how we acted in this process. How did you feel when using the conversation structure? What advantages would there be if you used this technique in the classroom with students? Does it support any of the listening and speaking standards we discussed earlier?</p>	<p>Whole group discussion</p>
	<p>I heard in your conversations that many of you were concerned that the assessments are multiple choice and not performance-based. I want to reiterate for you that these assessments are just ONE assessment in a total balanced plan. You will definitely be giving performance-based assessments in your classroom as formative assessments for your personal uses such as planning or grading. Also, just because these blueprints show that certain standards are not addressed on this one test does not mean that you are not teaching those standards. You are responsible for teaching all of the state standards. These are just documents that serve as a bridge between the standards and one particular test for one particular use.</p>	
<p>Reflection</p>	<p>Let's pause for you to have a chance to reflect on your learning so far today. In your folder you have a handout called Reflection Collection. Please take that out and respond to question 1.</p>	<p><u>Materials</u> – Reflection Collection worksheet</p> <p>Participants write answers to question 1.</p> <p>Presenter <i>checks for understanding</i> – Do the responses on their papers reflect an accurate summary if the purpose and content of item specifications?</p>
<p>10:45</p>	<p>2.2 TPW label standards with a DOK level (30 min)</p>	
	<p>There is a part of the item specification that we have been glossing over up to this point and that is the DOK. So we will spend some time learning about that before we break for lunch.</p>	

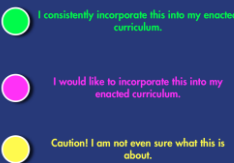

	<p>DOK means Depth of Knowledge. It was developed by Dr. Norman Webb, senior research scientist at the National Institute for Science Education. Several other states (at least 20) use DOK to evaluate the rigor of their state assessments. The DOK scale of 1-4 measures the complexity of the knowledge and thinking elicited from students on task.</p>	
	<p>LEVEL ONE is RECALL – simply the recall of a fact, information, or procedure. For example, students name the equipment used in a given sport.</p>	
	<p>LEVEL TWO is SKILL/CONCEPT – this means the use of information or applying basic skills or conceptual knowledge. For example students perform simple steps in dance class.</p>	
	<p>LEVEL THREE is STRATEGIC THINKING –this level includes more reasoning, developing a plan, connecting ideas and explaining thinking. For example, students plan their own art project given teacher defined media and themes.</p>	
	<p>LEVEL FOUR is EXTENDED THINKING – this level requires an investigation, the collection of data or information, analysis of results and communication of conclusions. It is typically a task over an extended period of time. For example students compose a piece of music with 2 or more voices.</p>	






	<p>Yes, DOK is very similar to Bloom’s Taxonomy. It is important to not confuse DOK with difficulty though. A test question can be very difficult, but not require depth of thinking. For example, consider this typical <i>Jeopardy</i> question – What are the names of the 3 longest reigning presidents of African countries in the last 50 years? It is the domain of knowledge that makes this question hard, not the thinking. Basically, this question is still asking you to recall factual information.</p>	
	<p>Now we are going to try to label standards with a DOK. You have a handout in your folder as a reference. When applied to your standards and the item specification document, we use the word <i>essence</i>. That is because the standards are not discrete tasks that students are performing. To determine the essence, you should be considering the scope of the content (i.e. – how many things have to be classified), the level of the learner: the grade and developmental capability of the age, the context of how the standard could be enacted</p>	<p><u>Materials</u> – DOK handout</p>
	<p>So I am going to model that for you with this standard.</p> <p><i>Classifying instruments as band, orchestra or classroom.</i></p> <p>This is a third grade standard. So classifying is a developmentally appropriate verb for them, but it may need to be supported with manipulatives or pictures, not just a list of words on a Venn diagram. The standard does not specify how many instruments it is, but classroom experience tells me that 10-15 would be appropriate. Students will have to know the instruments and then apply that knowledge to a grouping task. If they are simply sorting pictures of instruments into the three pre-defined categories, then I would say this is DOK 2.</p> <p>The teachers who wrote these specifications said it was 2.</p>	<p>Presenter reads the standard and demonstrates thinking through the analysis.</p> <p>Presenter should Watch for comments from the participants that this would be a DOK 1 at a higher grade level. This would be an accurate conclusion. The DOK level reduces when students have more time to know something.</p>



 <p>Use coaching information (self, peer, teacher, video) to improve performance.</p>	<p>Show me a 1,2,3,4 on your fingers to indicate what you think the DOK of this high school PE standard is.</p> <p><i>Use coaching information (self, peer, teacher, video) to improve performance</i></p> <p>Why do you think it is a ____? The teachers who wrote these specifications said it was 3, because it requires a lot of reasoning and connecting information and ideas together.</p>	<p>Presenter reads the standard and participants show on their fingers the DOK level of that standard.</p>
 <p>Describe what tools, materials, and techniques were used to create artwork from diverse cultures and times.</p>	<p>Show me a 1,2,3,4 on your fingers to indicate what you think is the DOK of this 8th grade art standard.</p> <p><i>Describe what tools, materials, and techniques were used to create artwork from diverse cultures and times.</i></p> <p>Why do you think it is a ____? The teachers who wrote these specifications said it was 1, because even though the verb says describe which may seem more like application, the essence of the standard is to simply state the tool, material or technique.</p>	<p>Presenter reads the standard and participants show on their fingers the DOK level of that standard.</p> <p>Presenter should watch for – many people may vote for 2 on this sample because the word “describe” can indicate some application of knowledge. Refer them back to the concept of essence.</p>

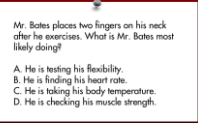
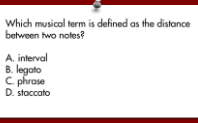
 <p>Go around the table and assign the first two standards to the first person and the next two standards to the next person.</p> <p>Each person will silently read the standard and decide what you think the DOK should be.</p>	<p>I want you to have the chance to think more deeply about the DOK of your standards. So I have another table activity for you. First, flip your documents over! For the activity, you will go around the table and assign the first two standards to the first person and the next two standards to the next person. Next, each person will silently read the standard and decide what you think the DOK should be. Try your best to cover up or not look at the actual DOK until you have made your decision. Once everyone has determined the DOK for their two standards, then share at your table a rationale for why that standard has that DOK essence. Discuss any difference of opinion you may have in order to determine why the teachers who wrote the item specifications settled on the listed DOK.</p> <p>If you have extra time, examine the DOK for any remaining standards.</p>	<p>Participants are each assigned 1-2 standards. They have to evaluate if they agree with the DOK listed for that standard. Then go around the table and each person justifies why that DOK label is appropriate.</p> <p>Presenter <i>checks for understanding</i> - Are their rationales based on the information presented in the DOK handout?</p> <p>Presenter watches for - Are the tables agreeing with what is on the official document? If they disagree, try to figure out why the teacher team labeled it the way they did. How did they deconstruct the standard and what did that reveal about the essence of the standard?</p>
 <p>Were there any DOK labels that surprised or confused you?</p>	<p>Were there any DOK labels that surprised or confused you?</p>	<p>Whole group discussion</p>
 <p>Would you revise your listening and speaking item specifications now that you have analyzed these samples today?</p>	<p>We will continue to think about DOK in the afternoon when we discuss the classroom implications of these documents. In the meantime, I have one more question for you...Would you revise your listening and speaking item specifications now that you have analyzed these samples today? Please remember that item specifications were living documents and went through several revisions with multiple teams of teachers before the version you see here was finalized.</p> <p>Please return from lunch by _____.</p>	




11:15	LUNCH	
12:30	3.1 TPW compare the content of the item specifications with their practice (30 min)	
<p><i>module 3</i> <i>classroom application</i></p> 	Our afternoon will be spent learning about how we can apply the information from these assessment documents to your day-to-day classroom practices.	
<p>Written Curriculum</p>  	In the next activity, you will be comparing the written curriculum to the enacted curriculum. The written curriculum is the content of the Arizona State Standards. Please note, a textbook, a kit or a program is not considered curriculum. Those are materials that can serve as tools to help you teach the curriculum of the standards.	
<p>Enacted Curriculum</p>  	The enacted curriculum is what actually happens in the classroom. It's the content that students are actually learning.	

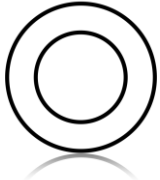
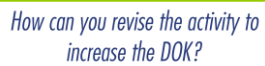

	<p>To compare the written to the enacted curriculum, you will color code your item specifications. Follow these codes:</p> <ul style="list-style-type: none"> • Green – I consistently incorporate this into my enacted curriculum. • Pink- I would like to incorporate this into my enacted curriculum. • Yellow – Caution! I am not even sure what this is about. 	<p><u>Materials</u>– highlighters in three colors, worksheet: Here’s What. So What. Now What?</p> <p>Participants color code their item specifications and discuss the results with a partner. They will record their observations on the Here’s What column of their worksheet.</p> <p>Presenter roves to the tables and watches for –</p> <ul style="list-style-type: none"> • Excessive amounts of yellow. Let’s try to talk through this item to figure out what the specifications mean. • Philosophy differences - i.e. Solfege, games v. health. Even if you have a different philosophy for instruction, will students still be learning this standard? • Vocabulary concerns. What are some ways that students could be learning and using the vocabulary of the standards?
	<p>When you are done with your color coding, you will compare it with a partner at your table – preferably someone from the same district if possible. Bruce Wellman and Laura Lipton are experts in the collaborative inquiry process. They have a three step approach for studying data. Your color coding activity is data; it is new information. You will use their three-step process to participate in collaborative inquiry of your data. Please take out the handout with the chart called Here’s What, So What, Now What. First discuss these questions and record your notes on the <i>Here’s What</i> portion of your worksheet that is in your folder: What did you notice about the color coding? Did you have a more green or pink? How does your enacted curriculum compare with the written curriculum?</p>	<p>Participants discuss and record answer to the Here’s What questions.</p>



	3.2 TPW use the item specifications and assessment blueprints as reference documents for planning (20 min)	
 	<p>Let's get more sophisticated with our analysis of the situation and consider the assessment blueprint as well. Here are more questions to discuss at your table and record in the middle column of your worksheet:</p> <ul style="list-style-type: none"> • What conclusion can you draw about the similarities and differences between your enacted curriculum and the written curriculum? • Looking at the assessment blueprint, how does the prioritization in the blueprint reinforce or vary from your usual practice? • How could the information on the blueprint impact your enacted curriculum? 	Participants talk with partners about the questions in the middle column of their worksheet.
 	<p>Now let's conclude with the hardest part. The last question on your worksheet says: How can you use item specifications as a reference for planning or as a supportive curriculum tool?</p> <p>Write a few answers on your handout, but then please make a chart of your responses for the whole table.</p>	<p><u>Materials</u> – chart paper and markers</p> <p>Participants work as table teams to chart how they can use item specifications as a planning tool and record their suggestions on their worksheets.</p> <p>Presenter watches for - Are they making viable and realistic suggestions? Probing question could be- Are these actions that you could actually do?</p>
	Let's share your charts. We will hear from every group, but do not repeat items if someone else has already said it.	<p>Whole group discussion.</p> <p>Participants can record any additional ideas on their individual worksheets</p>


	<p>You have heard a lot of great ideas here, and I hope you are motivated to try new things when you get back to the classroom. So to help you remember what you are feeling right now, there is another question on your Reflection Collection worksheet to answer. It is question 2 - What ideas do you want to try for using the item specifications as a supportive curriculum tool?</p> <p>It is asking you to make a commitment to one of the ideas you have thought about today.</p>	<p>Participants answer question 2 on Reflection Collection.</p> <p>Presenter checks for understanding – Are they transferring some of the most viable and realistic suggestions to their Reflection Collection. If not, pause to ask Why did you select that idea? How do you think you will go about achieving that?</p>
	BREAK	
	3.3 TPW label the DOK level of sample test questions (15 min)	
	<p>Next we are going to drill down to smaller units in this discussion of classroom applications. We have thought about how to use item specifications to inform our long-term planning. Now we will think about specific classroom activities. We will use what we have learned about DOK a couple of different ways. We will apply DOK to actual test items and then to actual classroom activities.</p>	
	<p>When the end-of-course assessments were written, DOK was applied to individual items as well as to the essence of the standards. So every item on every test has a DOK level attached to it. Let's look at some samples.</p>	

<p>PE</p> 	<p>Here is a sample item from 3rd grade PE. (Answer is B.)</p> <p><i>Mr. Bates places two fingers on his neck after he exercises. What is Mr. Bates most likely doing?</i></p> <p>A. <i>He is testing his flexibility.</i></p> <p>B. <i>He is finding his heart rate.</i></p> <p>C. <i>He is taking his body temperature.</i></p> <p>D. <i>He is checking his muscle strength.</i></p> <p>What do you think is the DOK level of the item? You can use your chart for reference. Show me on our fingers. Correct, this is a DOK 2. Who can justify why?</p>	
<p>Choir</p> 	<p>Here is another item from Choir. (Answer is A)</p> <p><i>Which musical term is defined as the distance between two notes?</i></p> <p>A. <i>interval</i></p> <p>B. <i>legato</i></p> <p>C. <i>phrase</i></p> <p>D. <i>staccato</i></p> <p>What do you think is the DOK? Show me on your fingers. Correct, this is a DOK 1. Who can justify why?</p>	
<p>READ DISCUSS CHECK</p>	<p>Now you are going to try the same thing at your table. I will give you a paper showing three sample items from your content area. These items are actual test items that have gone through the reviews and field test process and have established reliability scores. These items fairly represent the type and quality of the items on your actual tests. None of these items are included on any of the actual tests. They have been released for professional development purposes. I will give the paper to one person at your table who will be responsible for covering the meta-data of the items at the top. Your task is to read the test item and discuss what DOK you think it is. Then you can check your work by uncovering the information at the top.</p>	<p><u>Materials</u> –sample test items</p> <p>Participants work with partners to label the DOK of the sample items.</p> <p>Presenter watches for - Are they labeling the DOK correctly? If not, refer them back to the DOK handout shared earlier.</p>

	<p>Show me on your fingers, how many did you get correct?</p>	<p>Whole group discussion to <i>check for understanding</i></p>
	<p>3.4 TPW apply the concepts of DOK level to classroom activities (30 min)</p>	
<p>Classroom Activities</p>	<p>Now let's apply DOK to classroom activities. Why would we spend time on this? Well, you know that many of the test items are DOK 2. So you want your instruction to align to at least that level.</p>	
	<p>Also, this chart shows the language from a sampling of observation instruments used in the county or the nation. It shows the indicators that are related to student engagement and thinking. These indicators reveal that working at a high DOK level in the classroom is measured by these rubrics.</p>	
<p>Turn and tell your neighbor what it means to dribble.</p> 	<p>So let's take some typical classroom activities and see if we can revise them to elicit a higher depth of knowledge from the students. You have a worksheet in your folder with DOK and classroom activities already listed. Several sample activities relate to vocabulary development. We'll do the second activity together. That activity says..... Turn and tell you neighbor what it means to dribble.</p> <p>What is a way to change this activity to make students think strategically instead of just apply a skill?</p>	<p><u>Materials</u> – handout with sample activities</p> <p>Whole group discussion</p> <p>Presenter records suggestions on chart paper or wall.</p> <p>Participants record on their handout.</p>

	<p>Now you will do this with a partner. We will do another structure to mix you up for this conversation. This structure is called inside-outside circle. These tables stand up and form a circle facing outward. Bring your handout and pencil with you. These tables now stand up and walk over to a person in the circle and face them. You are forming an outer concentric circle. Stand opposite someone you have never met before and introduce yourself. Discuss how to revise the first activity to get a higher DOK level.</p>	<p>Participants discuss and record how to revise activities for a higher DOK level.</p> <p>Presenter watches for activities that are actually more complex. Refer to the DOK handout to ask probing questions such as... Are students applying a skill in this activity? Will this activity require students to connect several ideas together or explain their thinking? Will this activity require extended time for information gathering, planning and developing? Refer to the handout in the facilitator's packet for samples of revised activities.</p>
	<p>Outside circle - move to the left five places. Now discuss activity 3 on the handout. How can you revise that activity to be a DOK 3?</p>	
	<p>Inside circle - move two places to the right. Now discuss activity 4 and think about how you could revise it to be DOK level 4.</p>	
	<p>Does anyone have a fabulous sample to share? What did you think of the inside-outside circle? Could you use this structure to increase conversation between students?</p>	<p>Whole group discussion</p>
	<p>Please take a moment to reflect on what you have learned. Please answer question 3 on our Reflection Collection worksheet: How can you use the concept of Depth of Knowledge in your day-to-day planning?</p>	<p>Participants record their reflections to question 3 on the Reflection Collection handout.</p> <p>Presenter <i>checks for understanding</i> – Do their written responses accurately the concept of DOK? If not, refer to the content of the DOK handout to reteach.</p>

	3.5 TPW generate ideas for classroom application of their new learning (30 min)	
	<p>We have one last activity today to synthesize all of the ideas we have been generating today. It is really an extension of the <i>Here's What</i> that we started earlier, but this time we will take the perspective of some other stakeholders, namely the students and your administrators in addition to the teacher as stakeholder.</p> <p>We are simply going to discuss these three questions.</p> <ul style="list-style-type: none"> • In what ways do students need to be working differently to be prepared for these tests? • What might you do differently in your day-to-day instruction to prepare students for these tests? • What resources and support do you need? 	<p><u>Materials</u> – markers</p>
	<p>I have these questions on the walls or charts around the room. We are going to be in big groups by content areas. PE will go to that corner. Music will go to that corner, and Art will go to that corner. Dance and theater can go with....</p> <p>In your group, please start listing responses to the questions. After a few minutes, I will have you rotate to another chart.</p>	<p>Participants rotate to three posters to discuss each question and chart responses.</p> <p>Presenter watches for – Are these ideas surfacing: PLC or collaborative work, creating common formative assessments, opportunities to make Common Core connections? Also monitor that ideas from the workshop are being applied such as using high DOK activities, vocabulary development and encouraging speaking and listening activities. If they are not surfacing, gently suggest these ideas.</p>

<p>Reflection</p>	<p>I see that you have excellent ideas for taking today's learning back to your schools. Please record at least 1-2 ideas from each poster that you want to try to implement in the next few months. Record those on your Reflection Collection worksheet.</p>	<p>Participants complete last item on Reflection Collection.</p> <p>Presenter <i>checks for understanding</i> – Is everyone making a commitment to 1-2 ideas? If not, ask – what ideas from the posters made you stop and think?</p>
 <p>Maricopa County Education Service Agency</p>	<p>Let's talk about what happens when you leave here today. First, you have just written some next steps. Hopefully those will guide you in your future work.</p> <p>Second, many of you may be responsible for communicating this training with peers. To help, continue to check the MCESA website, because there will be webcasts that replicate the activities we did today in an on-line format.</p> <p>Lastly, please fill out this workshop evaluation so that I can get feedback from you that would help inform the upcoming work and provide direction for any future support you may need.</p>	<p><u>Materials</u> – workshop evaluation, Participants complete evaluation.</p> <p>Presenter models how to access the on-line resources.</p> <p>Presenter <i>checks for understanding</i> by analyzing the workshop evaluations after the workshop is over.</p>